

# On the Optimization of College English Talents Training Path in the Context of ASEAN

Heng Wang

Lijiang College, Guangxi Normal University, Guilin, Nanning, 541001, China

angelwang4255@sina.cn

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**Abstract:** Based on the current situation of economic development in the context of ASEAN, this paper analyzes the problems existing in the regional economic and social development of business English Service in Colleges and universities. It is necessary to clarify the role of the government, strengthen the cooperation between schools and enterprises, combine the economic characteristics in the context of ASEAN, clarify the training objectives of business English talents, optimize and reconstruct the curriculum system, improve the teaching mode, adjust the structure of teachers and build high-quality application-oriented teaching Division team, to achieve the goal of transformation and optimization of business English talent training.

## 1. Introduction

Under the background of ASEAN, it is an important starting city of the maritime Silk Road. Its clothing, shoes and hats brand of Jinjiang Shishi is famous at home and abroad, and Anxi's tea is sold all over the world. With its profound cultural background of "maritime silk", ASEAN shoulders the glorious mission of "maritime Silk Road Pioneer Area in the 21st century"[1]. In order to meet the great demand for business English talents in the new situation and the trend of economic globalization, many local colleges and universities in the context of ASEAN are exploring the transformation to application-oriented colleges and universities, studying how to cultivate high-quality application-oriented talents to meet the industrial demand, and helping the local economic transformation and upgrading and the optimization and adjustment of industrial structure in the context of ASEAN. Therefore, it has become an urgent task for colleges and universities to actively explore the development of business English Specialty in the context of ASEAN to analyze and solve the existing problems and improve the training objectives of business English talents.

## 2. The Significance of Business English Talent Transformation Training for Serving the Local Economic Development in the Context of ASEAN

According to the 2018 county economy and county development monitoring and evaluation report completed and released by Zhongjun Research Institute, a professional research institution and social think tank of national county economy and county development, Fujian Province accounts for 6 of the top 100 county economies in China, while in the context of ASEAN, it accounts for 4. For a long time, the economic and trade achievements of all aspects in the context of ASEAN have been in the forefront of Fujian Province, and as an important starting city of the maritime Silk Road, the total economic volume of ASEAN has been leading Fujian for many years in a row. Therefore, in the talent training blueprint for the "one belt and one way" initiative, the ASEAN development requires more high-quality business English talents. Colleges and universities should explore new ideas for the coordinated development of modern education and economic society, actively promote the reform and transformation of colleges and universities to realize the continuous improvement of talent training mode, show the advantages of the coordinated and

sustainable development of colleges and universities and the needs of the times , and provide high-quality talents for the country.As shown in Figure 1

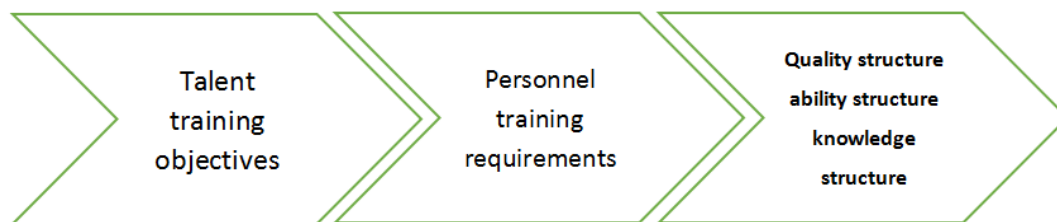


Figure 1 Optimization of talent training path

### 3. The Problems of Business English Training Mode in the Context of ASEAN

#### 3.1. The Government Fails to Play Its Due Role and the Role of the Enterprise Weakens

Under the background of ASEAN, the most prominent problem of talent training in universities is that the government has not played a corresponding role. First of all[2], the government should play the role of supervision, planning and coordination in the development of higher education, and provide development planning, set the access threshold of colleges and universities, and supervise the development of colleges and universities in the whole process. To provide special funds for the professional construction and personnel training in Colleges and universities. The government is also the guarantee force to realize the school enterprise talent training cooperation, because the government grasps the social resources, and is the supervisor and coordinator of the school enterprise cooperation. At present, the government does not play a very good role in coordination. Without the coordination support of the government, colleges and universities can not achieve the purpose of school enterprise cooperation. Secondly, the training of practical business English talents is not only the responsibility of colleges and universities, but also the active participation of enterprises. The enterprise is the front position to test the quality of business English talents. However, most of the enterprises in ASEAN do not actively participate in personnel training, and they are not strong enough to accept students' practice and provide technical support. Therefore, the influence factors of enterprises in the process of talent training are not big.

#### 3.2. The Overall Quality of College Graduates is Not High

In recent years, although enterprises are very fond of business English talents, there are few application-oriented and compound talents with solid professional skills in Business English. Some college graduates can not meet the basic professional ability and relevant practical experience expected by enterprises. In cross-cultural thinking and communication ability, there is a big gap with the expectations of the enterprise itself. Students lack a certain degree of business communication ability. In business negotiations or product export, the lack of ability leads to the problem of low satisfaction of enterprises, which leads to the uncoordinated development of the supply and demand of business English talents. Local enterprises generally lack confidence in the quality of talent training in Colleges and Universities under the background of ASEAN[3], and the satisfaction is not enough. They believe that students' professional knowledge and skills, communication and expression ability The ability to solve problems in practice cannot match the market demand. As a result, graduates are anxious to find a good job, while employers are unable to find excellent practical business English talents.

#### 3.3. Professional Setting Cannot Meet Industrial Demand

In the context of ASEAN, there are many commonalities in the construction of foreign language discipline in Colleges and universities, but the research level in the training mode of applied talents is uneven, such as the single teaching resources of curriculum setting, imperfect curriculum system, etc.; the teaching platform of professional courses can not meet the requirements of high-quality personnel training; the proportion of practical courses and theoretical courses is unreasonable, and

the language courses occupy a special place. Most of the vocational courses, such as English reading, listening, oral English and other language courses, account for too much, resulting in students' ignorance of the background of business English, unable to be competent for the communication and improvement of English ability in business environment. Some colleges and universities have the same curriculum as English majors, which is far from realizing the professional value of business English, and more difficult to embody the organic integration of business knowledge and English ability. This causes that the professional setting cannot be connected with the market, which makes the shortage of talents serious and restricts the development of the industry.

### **3.4. Insufficient Number of Teachers (Including Practical Courses)**

Under the background of ASEAN, the number of full-time teachers is generally insufficient, and the proportion of students to teachers is unbalanced; the degree structure of full-time teachers is unreasonable, and the proportion of teachers with doctoral degree is too low; the distribution of teachers' qualifications is unreasonable, and the proportion of teachers with senior titles is not high. Moreover, there are fewer "double teacher" teachers with both practical business ability and solid language skills, which will inevitably lead to the disconnection between business English teaching activities and social professional needs. Although the city has greatly strengthened the "double teacher" teacher training in the context of ASEAN, the proportion of professional teachers with business background is still small[5].

## **4. Based on the Characteristics of the Economic Development of the City in the Context of ASEAN, Business English Talents Training Transformation Optimization Countermeasures**

### **4.1. Clarify the Role of the Government and Strengthen the Cooperation Between Schools and Enterprises**

The transformation and development of higher education cannot be separated from the strong support of the government. First of all, the government should give priority to education and strengthen the professional construction of applied disciplines. Further clarify the distribution of rights and responsibilities among the government, enterprises and universities in the training of applied talents, so as to provide institutional guarantee for the cooperation between schools and enterprises. The government should also vigorously promote the joint running of colleges and universities with the government to provide important financial guarantee for the development of colleges and universities. For example[6], it should invest special funds every year for the construction of application-oriented majors in Colleges and universities, provide tuition subsidies, scholarships and other support for the construction of business English majors, including funding for the construction of teaching staff, and encourage the construction of "double qualified" teams in Colleges and universities. Secondly, actively guide the transformation and classified development of colleges and universities, update the theory of professional development of colleges and universities, make clear the orientation and service direction of running schools, and guide colleges and universities to explore the development mode of stratification, dislocation and characteristics in combination with their own strength. Third, the government should also use the advantages of the network to build a university resource sharing platform and a school enterprise cooperation public service platform, so as to find business English talents for enterprises and career paths for students.

### **4.2. Make Clear the Training Objectives of Business English Talents Based on the Economic Characteristics of Asean**

Under the background of ASEAN, colleges and universities should be based on the local economy under the background of ASEAN, actively connect the innovative talent training mode of the coordinated development of traditional industries and emerging industries in terms of specialty setting, make corresponding curriculum adjustment according to the development characteristics of industry, commerce and service industries under the background of ASEAN, and implement

diversified market integration such as "learning work alternation", "3 + 1", "2 + 2" and "order form" The demand for qualified talents. To provide students with a real business English environment or business environment, so that learners can be influenced by the common writing style of letters of credit, contracts, etc. in business communication, continue to accept the influence of business "real battle" atmosphere, and train students to develop from "single" English talents to "compound" talents. Secondly, reform the assessment mechanism, increase the practice assessment link[7], and encourage students to participate in multiple practical assessment, such as subject competition and industry practice operation competition, so as to stimulate the enthusiasm of students' practice. Third, the knowledge system of personnel training should be updated and adjusted in time, and at the same time of training practical skills, the students' humanistic quality and intercultural communication ability should be cultivated.

#### **4.3. Optimize and Reconstruct the Curriculum System and Improve the Teaching Mode**

Business English talents should be more outstanding in language application, business practice, cross-cultural communication and innovative thinking. Therefore, in terms of curriculum concept, curriculum design, textbook selection and curriculum evaluation, they should coordinate with the current situation of industrial development and market demand in the context of ASEAN. For example, the essence of compound talents should be embodied in the curriculum concept, and the practicability of theoretical knowledge should be highlighted; when preparing the curriculum plan, we should examine the actual needs, the goal of discipline construction, and the overall development of talents, so as to break the discipline barriers and integrate the curriculum structure. In the selection of teaching materials, we should adhere to the combination of integrated teaching materials and self compiled handouts, invite industrial technology experts and senior management personnel to study and prepare handouts in combination with the requirements of professional development, further improve the breadth and depth of the teaching materials, and achieve practical and targeted parallelism. In the course evaluation system, we should establish a multi-dimensional evaluation system[9], strengthen students' practical learning ability, and increase the proportion of process assessment.

#### **4.4. Adjust the Structure of Teachers and Build a High-Quality Applied Teacher Team**

Under the background of ASEAN, most of the teachers of business English major are English major, linguistics, English translation and so on, which are lack of practical ability in general. Therefore, teachers should take the initiative to seek learning space, improve their professional knowledge reserve and practical skills, and exchange business English teaching experience with each other. The teaching staff is the guarantee of the quality of personnel training, so it is necessary to establish and improve the high-quality application-oriented teaching team. In view of the high proportion of business English students and teachers in each school at present, expanding the number of full-time teachers should be the primary task of the construction of the faculty[10]. Each school should expand the proportion of highly educated and senior professional experts through the corresponding measures of talent introduction, scientifically formulate the construction and development plan of teachers' team, and improve the proportion of "double qualified" teachers. Colleges and universities should provide a platform for the development of teachers' professional skills, strengthen the cooperation between schools and enterprises, regularly employ industry experts to teach teachers the cutting-edge knowledge of the industry, and strive to build a "double teacher" teaching team with solid basic language skills, profound professional knowledge literacy and rich practical experience.

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